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USDA

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*Proceedings of Workshop*

# Training In Administrative Management



DECEMBER 7-11, 1959

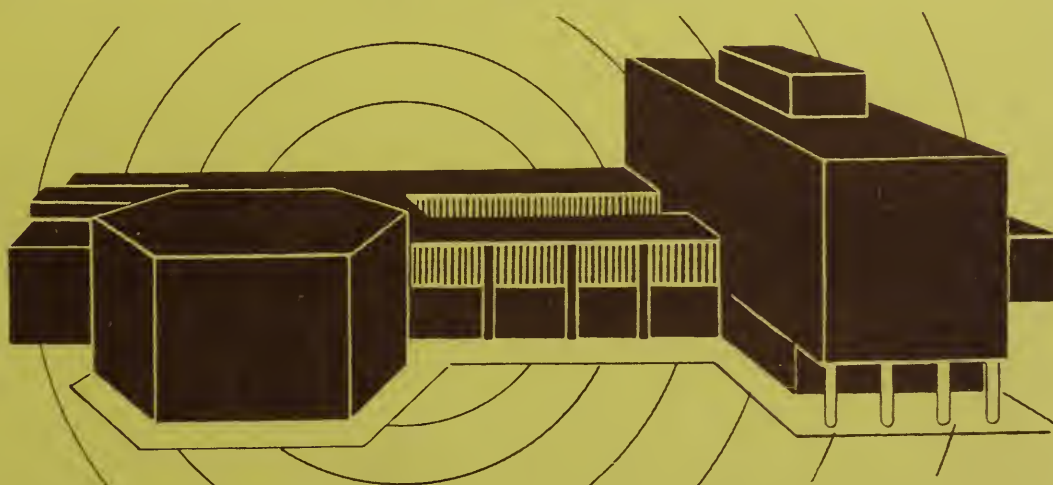
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CENTER FOR CONTINUING EDUCATION

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Athens, Georgia



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USDA - TAM WORKSHOP

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Group Picture



Bottom Row-Left to Right: A. D. Searcy, M. B. Johnson, J. C. Tillman, Gerald Y. Duke, Paul Y. Vincent, Glenn E. Moore, H. S. Petty.

Center Row-Left to Right: Frank A. Bennett, Paul H. Kramer, David C. Gardiner, Arthur F. Darden, Charles R. O'Kelley, Russell L. Chipman, Glenn A. Thompson, James F. McEntire, Walter O. Hawley, J. Verlon Minchew.

Top Row-Left to Right: Daniel F. Driggers, Frank T. Ritchie, Jr., S. R. Heys, Lloyd L. Smith, Carl O. Doescher, L. D. Worley, Hoyt E. Chastain, Raymond R. Hancock, Norman R. Hawley, George W. Rountree.





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## FOREWORD

These proceedings summarize the TAM Workshop held at Athens, Georgia, December 7-11, 1959. They have been planned, written, edited and published as part of the Workshop. The report is being distributed to each participant, speaker and Workshop planner.

We hope we have faithfully captured the essence of what each guest speaker intended for us. If we failed, we beg their indulgence.

We all realize that good administrative management is of the utmost importance for the efficient and progressive execution of department programs. This can be accomplished to a great extent through training in leadership and personnel development, such as the TAM Workshop described in this summary.

The problems involved in maintaining a high level of efficient service throughout the Department of Agriculture present a challenge which we humbly accept, and we realize the responsibility we share in the future of our country and our allies. Through cooperation, and determination of sound policy by competent leaders, these problems can and will be solved.

All who participated in this program had the opportunity to hear and discuss proven principles of administrative management with outstanding authorities from universities, business, and government. Consequently a better understanding of department programs was attained and interest was stimulated in the field of creative thinking and planning.

We sincerely appreciate the honor and privilege of being selected to attend this Workshop. It has given us the opportunity to learn more about the theory, principles, and practices of sound management. It has also provided us with some of the requirements for self-development, and some of the necessary tools to conduct better on the job training and personnel development programs. In this we are limited only by our own degree of determination to continue the beneficial work of this Workshop.

Editorial Committee  
On Behalf of All  
Workshop Participants

## ACKNOWLEDGEMENTS

The Conferees of the TAM Workshop express appreciation to their agencies and superiors for affording each of us the opportunity of taking advantage of this valuable training. Special thanks go to the Planning Committee who, as graduates of the sixth TAM Institute, agreed to plan and direct the Workshop. These committee members are:

C. W. Chapman, State Conservationist,  
Soil Conservation Service,  
Athens, Georgia

A. D. Searcy, Assistant State Conservationist,  
Soil Conservation Service,  
Athens, Georgia

S. R. Heys, State Administrative Officer  
Soil Conservation Service  
Athens, Georgia

Carl O. Doescher, Assistant Statistician  
Georgia Crop Reporting  
Service, Agricultural  
Marketing Service,  
Athens, Georgia

Special thanks are extended to the staff of the Georgia Center for Continuing Education and to Mr. Larry Walker, the Center's gracious host and Program Coordinator, for the commodious quarters and facilities made available.

Mr. Cecil W. Chapman, State Conservationist, Soil Conservation Service, and his staff, who spearheaded arrangements for the conference and provided many services, are especially recognized as contributing much to the success of the meeting.

Finally, to the speakers who so graciously contributed of their time and talents, we tender our thanks and gratitude.

## PROGRAM

TAM (TRAINING IN ADMINISTRATIVE MANAGEMENT) WORKSHOP  
CONDUCTED AT  
CENTER FOR CONTINUING EDUCATION  
UNIVERSITY OF GEORGIA  
DECEMBER 7-11, 1959

Monday, December 7, 1959  
8:00 - 11:00 A. M.

<u>Subject</u>	<u>Speaker</u>
Welcome	A. D. Searcy
Introductions	A. D. Searcy
Objectives and Plans of Workshop	
a. Purpose of Workshop	S. R. Heys
b. How to introduce Speakers	Carl O. Doescher
c. How to Handle Discussion Periods	S. R. Heys
d. How to Summarize	Carl O. Doescher
e. Committee Assignments and Duties	S. R. Heys

11:00 to 12:00 A. M.

Committee Meetings	All Participants
--------------------	------------------

1:00 to 5:00 P. M.

Oral Descriptions of USDA Agencies	All Participants
------------------------------------	------------------

Tuesday, December 8, 1959  
8:00 - 10:00 A. M.

Self-Development	Dr. Hugh Masters
------------------	------------------

10:00 to 12:00 A. M.

Broader Understanding of USDA	Max P. Reid
-------------------------------	-------------

1:00 to 3:00 P. M.

Fundamentals of Management	George A. Young
----------------------------	-----------------

3:00 to 5:00 P. M.

Getting Along With Ourselves and Others	R. H. Driftmier
---	-----------------

Wednesday, December 9, 1959  
8:00 - 10:00 A. M.

Importance of Communications in Management	Wm. A. Thompson
--	-----------------

Wednesday, December 9, 1959 (contd.)  
10:00 to 12:00 A. M.

Training Employees in Good Public Relations	Louis T. Griffith
1:00 to 3:00 P. M.	

Human Relations and Motivation	Dr. Raymond Payne
3:00 to 5:00 P. M.	

Decision Making	Dr. R. W. Carney
-----------------	------------------

Thursday, December 10, 1959  
8:00 - 10:00 A. M.

Delegation of Authority	Dr. Glenn Gilman
10:00 to 12:00 A. M.	

Selecting, Developing and Retaining Employees	William H. Rima, Jr.
1:00 to 3:00 P. M.	

Public Speaking	H. Randolph Holder
3:00 to 5:00 P. M.	

Supervision	J. K. Vessey
-------------	--------------

Friday, December 11, 1959  
8:00 - 12:00 A. M.

Creative Thinking	Dean J. E. Gates
1:00 to 3:00 P. M.	

Summary and Evaluation	C. W. Chapman
------------------------	---------------



## LIST OF CONFEREES

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## TAM WORKSHOP ASSIGNMENTS

### Advisory Steering Committee

Lloyd L. Smith	AMS
H. S. Petty	ASC
Glenn A. Thompson	FS
Daniel F. Driggers	FHA
Dr. Paul H. Kramer	ARS
Charles R. O'Kelley	AES
J. C. Tillman	SCS

### Library Committee

David C. Gardiner	AMS
J. V. Minchew	ASC
Norman R. Hawley	FS
G. E. Moore	ARS

### Film Review & Selection Committee

Dr. M. B. Johnson	ARS
Paul Y. Vincent	FS
George W. Rountree	ASC
Arthur F. Darden	AES

### Social and Recreation Committee

L. D. Worley	SCS
Gerald Y. Duke	AES
Raymond R. Hancock	AMS
Hoyt E. Chastain	AES

### Editorial Committee

J. F. McEntire	ASC
Russell L. Chipman	FS
Walter O. Hawley	ARS
Frank A. Bennett	FS
Frank T. Ritchie, Jr.	SCS
Dr. Paul H. Kramer	ARS

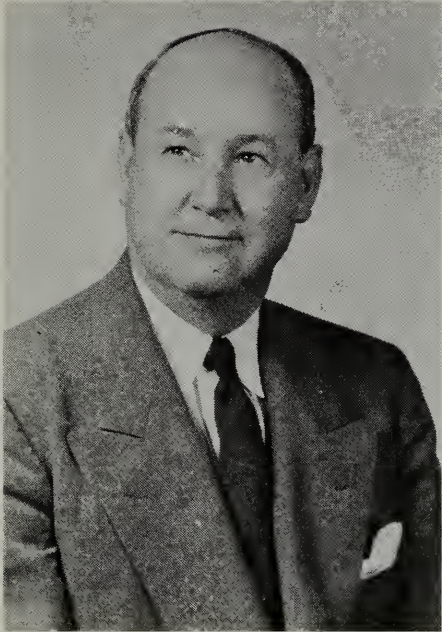
## SPEAKERS AND DISCUSSION LEADERS

<u>Speakers</u>	<u>Introducing Speaker and Leading Discussion</u>
Dr. Hugh Masters	J. F. McEntire
Max P. Reid	H. S. Petty
George A. Young	Russell L. Chipman
R. H. Driftmier	J. C. Tillman
Wm. A. Thompson	Geo. W. Rountree
Louis T. Griffith	Norman R. Hawley
Dr. Raymond Payne	Daniel F. Driggers
Dr. R. W. Carney	G. E. Moore
Dr. Glenn Gilman	Dr. M. B. Johnson
William H. Rima, Jr.	Walter O. Hawley
H. Randolph Holder	Hoyt E. Chastain
J. K. Vessey	Arthur F. Darden
Dean J. E. Gates	Raymond R. Hancock
C. W. Chapman	Glenn A. Thompson



## SELF-DEVELOPMENT

By Dr. Hugh Masters



Dr. Hugh Masters who is the Director of the Center for Continuing Education has long been associated with the developing of adult education in America. In fact he has been described as the Godfather of the school-camp program in this country.

Dr. Masters is a native of Leonard, Texas. He received his A. B. degree at North Texas State College, his Masters degree from Teachers College, Columbia University and he was awarded a Ph. D in education by the University of Chicago.

He has been a teacher, principal and superintendent in the public schools. He has served as visiting lecturer at the University of Michigan and at Northwestern University. For ten years prior to coming to Georgia, he served as a director of the W. K. Kellogg Foundations, Division of Education.

Of special interest to this group, Dr. Master's interest in the out-doors has led him to be cited, "for furthering knowledge, promoting sportsmanship and encouraging Conservation."

Currently, Dr. Masters is a member of the Governor's Commission on Ageing, the National Education Association's Committee on Outdoor Education, he serves on the Board of Trustees of the Athens General Hospital and he is Secretary of the Georgia Hospital Association.

### SUMMARY

By Frank T. Ritchie Jr., SCS

An executive must make definite decisions and must either produce or else. His development is a continuous process throughout his life. This self-development process is a personal thing which must be planned by each individual. It is his responsibility to study and familiarize himself with the liberal arts and the humanities.

Take stock of what we have as an individual. What are our potentials for development? Individuals can no longer excuse themselves by claiming they have no opportunity for further learning. We all have access now to books, periodicals, radio, television, etc. No big investment is needed. The main thing is that the individual must have the will to make a plan for self-development and then do something about it.

It is important that leaders be able to work with people without having to control them. The leader must be willing to systematically re-examine and make needed changes in policies, rules, and procedures to meet modern demands.

A study of vocations is necessary but additional studies in the liberal arts should also be emphasized.

Man is no longer a beast of burden, but has finally reached the point where he can live as a human being. By studying the great literary works of historians and others, he has progressed to the stage where he can use his accumulated wisdom in exercising good judgment, making predictions and examining data as a basic for making decisions.

Recognizing the importance of the continuing education and self-development of adults, the University of Georgia will soon offer a series of courses to be known as the Liberal Studies Program for Adults. This program will be divided into six broad categories. They are:

1. The Nature of Man
2. The Political Life of Man
3. The Creative Life of Man
4. The Scientific Life of Man
5. The Social Life of Man
6. The Philosophical Life of Man

Each of these six subjects will be covered in thirteen weekly sessions. Plans call for the selection of 100 couples to attend each course. Six of the weekly sessions will be in residence at the Georgia Center for Continuing Education on alternate weekends. The remaining seven sessions will be handled through the medium of television. The question and discussion period will be handled by conference telephone arrangements between the Center and the homes of the participating couples.

In summary, Dr. Masters reiterated that one of the primary aims in self-development is to acquire the ability and willingness to make decisions. Ability grows out of our know-how and study of the arts. Self-development is hard work and a great challenge to the individual. We should all be willing to face up to and deal with problems of each other and the world.

In order for a self-development plan to work, there must be a systematic and deliberate program set up to fit each individual's needs. As a result of studies, some of his frustrations can be solved by an understanding of how similar problems were handled by man in other ages.

### DISCUSSION

The discussion period indicated considerable interest in the subject as evidenced by the numerous questions asked, in addition to highlighting points already made.

Dr. Masters expressed an opinion that television as an educational medium has tremendous possibilities. The tool is available and our job is to learn to effectively use it in our teaching programs. He stressed the difficulty of getting new knowledge pertaining to self-development into the stream of human events.

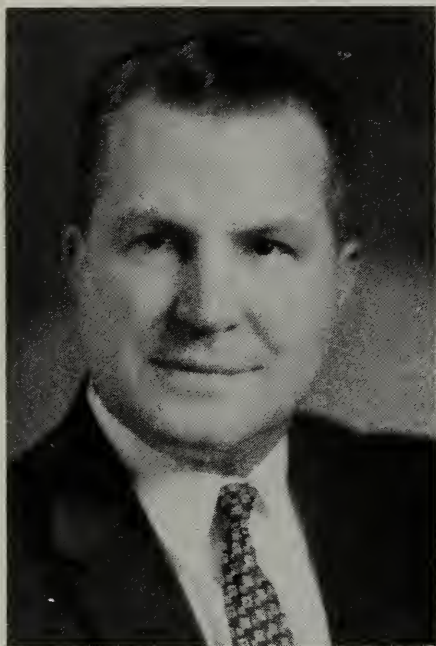
1. Ideals
2. Plans
3. Aims

He asked how do you look at life? It is how you apply these values that counts. He stated that we have responsibility to our community to learn something besides our jobs.



## A BROADER UNDERSTANDING OF UNITED STATES DEPARTMENT OF AGRICULTURE

By Max P. Reid



Mr. Reid was born in Logan, Utah. He received a B. S. degree in Economics from Utah State Agricultural College in 1940 and did graduate work in Public Administration at the American University Graduate School. He entered the Department of Agricultural, in 1940 with the Bureau of Agricultural Economics, transferring to the Office of Personnel, Office of the Secretary, in 1943. Mr. Reid served as Chief of the Division of Employment from 1954 until 1957. Since December 1957 he has served as Assistant Director of Personnel for Personnel Management.

### SUMMARY

By Lloyd L. Smith, AMS

The speaker began his discussion by passing out questionnaires having 20 questions regarding various functions and agencies of the Department of Agriculture. Each participant graded his own questionnaire regarding his knowledge about the 20 questions in a discussion of the answers as given by the speaker.

Mr. Reid then pointed out that the Department is engaged in many highly specialized areas of work to render a service to the public.

The background and history of the Department shows a close relationship that has always existed between the Federal government and the State governments. This is probably emphasized more in the Department of Agriculture than in any other Department. We also appreciate the fellowship that exists between members of all agencies in the Department.

The Congress passed an act that established the Department of Agriculture in 1862 and directed it to "acquire and diffuse useful information on subjects connected with agriculture in the most general and comprehensive sense."

In 1839, \$1000.00 was appropriated to the Commissioner of Patents for use in the collection and distribution of seeds. Isaac Newton was our first Commissioner of agriculture in 1862. The Department has taken on more and higher roles in research and other fields to give assistance and help to farmers. The Agricultural Extension Service plays a big role in disseminating this information and giving educational aid to farmers and others in our changing economy.

There have been significant trends in agriculture. Our production methods have increased farm commodities at the same time that our farm population has decreased for many years. We in the United States have reached the highest point in the world of all times in developing research methods and making this information available to farmers.

Less than 10% of the population of the United States are farmers. Whereas in Russia, over 50% of the population is engaged in agriculture because of necessity.

Results of the depression in the 1930's brought on the action programs. We need to take pride of the significance of the Agricultural programs. It is our fundamental right to help or improve things for others. Most countries are concerned with shortages but in the United States we are more concerned with surpluses today.

The Department has grown to fill a specific need. At present there are 13 separate program agencies operating with charters from Washington and report directly to Washington. Our employment has exceeded 100,000 people during the summer months. Our growth in employment has been uniform in all agencies. However, our increases have not grown with our economy or our population of the United States.

There have been new agencies set up to cope with new problems as they have arisen. For example, programs have been set up to promote sales and provide markets for surpluses. Our department is undoubtedly the most functionally complex of any department in the government. Our straight line operation is why we may not know the operation of other agencies.

At this point of the discussion the speaker proceeded to use organizational charts to give the size and relationship of the various agencies on the ways and purposes and why information is gained and diffused for the public welfare.



# FUNDAMENTALS OF MANAGEMENT

By George A. Young



Mr. Young was born and reared in Michigan, received his B. S. in Forestry from Michigan State University in 1928 and from 1929-33 served as District Forester for the Florida State Forest Service in forest land administration and protection. He entered the U. S. Forest Service in 1933 and served eight and one half years as State Director of the Civilian Conservation Corps program in Michigan, five years as Assistant Regional Personnel Officer at Milwaukee, Wisconsin, and three years as Assistant Forest Supervisor in upper Michigan. Since 1946 he has served as Employee Development Staff Officer in U. S. Department of Agriculture at Washington. In 1956 he authored a Management Correspondence study program and since has administered the plan on a global basis through the USDA graduate school, with participants in most of the countries of the world.

## SUMMARY

By Paul H. Kramer, ARS

### I. WHAT IS MANAGEMENT ?

#### A. Definitions

1. "Management is the process of directing and facilitating the work of people organized in formal groups to achieve a desired goal."
2. "The objective of good management is-to direct the operation of an organization, no matter how large or small, in an efficient manner through the harmonious efforts of the people comprising that organization."
3. If we want to be real brief - "Management is running an outfit."
4. The one appearing to be to the point and all-inclusive reflects the views of Lawrence A. Appley, President of the American Management Association - "Management is taking people as they are, with what knowledge, training, experience, and background they have accumulated, and developing those people by increasing their knowledge, improving their skill, and correcting their habits and attitudes. Upon this improvement depends the success of any Managerial or Supervisory effort."

- B. One of our more important jobs is to create the realization that the kind of work activity has no significance whatever with relation to the presence or absence of the managing function.

C. A "Common" management language is a basic essential.

1. We need to be familiar with these terms and expressions: manager, executive, administration, administrative, superior, subordinate, supervisor, and employee.

## II. WHAT IS THE PROBLEM?

- A. The success of any organized effort, any cooperative undertaking, depends upon the effectiveness of its administration.
- B. Some managing methods which may exist in some organizations.
1. The boss won't face up to the issue, to the problem, rationalizing in his own mind that if he pays no attention to it long enough, it will go away.
  2. The boss who keeps his people "in the dark," seemingly not aware that "what they don't know will hurt them."
  3. "Delegating" on paper only - dabbling in the subordinates assignment, or not granting authority adequate to permit the redemption of the assigned responsibility.
  4. The manager who seldom hands out deserved praise, but is quick to find fault, and seems always to be looking for the chance.
  5. He doesn't have time to train and develop his people-not realizing that his competence can only be measured through the accomplishments of his subordinate force, that they share alike in both success and failure.
- C. Substantial improvement is possible only when the manager understands and accepts his responsibility, knows how he should operate and the proper results to be derived from his efforts.

## III. THE MAJOR ASPECTS OF THE ADMINISTRATIVE (THE MANAGING) OPERATION. The job of the manager is to direct, to coordinate, to control. These things may be accomplished acceptably only when certain basic conditions obtain and when certain operations are performed in appropriate ways.

### A. An effective state of communications.

1. Each employee needs to be adequately informed about what he needs to know, and what he wants to know that he has a right to know.
2. He must feel that he "belongs"- is an integral part of the group and the group effort.
3. How he is getting along in his present job in the eyes of his boss.
4. People fear the unknown - uncertainty always reduces individual and group efficiency.
5. A sound principle - "The truth is seldom as bad as a rumor often becomes."

### B. Methods.

1. Our primary concern is not conventional communicating media - rather, an attitude, an awareness and acceptance of individual responsibility.



2. Individual member participation in the formulation of policy and practice.
3. The example set by the boss is probably the most potent of all communicating media - he will set an example, good or not.
4. It's a multi-directional business - down, across, and up; probably the up is the most important; for with any serious obstruction in the upward flow, an acceptable state of staff development and utilization cannot exist; perhaps the most prevalent obstacle is the boss who gets real unhappy unless his people operate as "yes-men." Then there is urgent need for a change, of one kind or another.

C. A Sound Organization.

1. Deciding, in advance, the nature of official relationships, the assigning of responsibility and authority, and apprising all concerned of those determinations.
2. Very frequently, faulty organization is the basic cause of operational problems - look here first.
3. Basic principles of organization
  - a. Only one boss - the oldest principle of all, yet violated in the extreme with very costly results.
  - b. Keeping the number of subordinates within workable limits (span of control)
  - c. The line staff arrangement -- "Staff" - original meaning "something to lean on" - imperative this relationship be made clear and kept clear. Each group is essential when justified by the circumstances. Line responsible for accomplishment of the end result; staff responsible for facilitating the line operation. Each is complementary to the other - (but, not always complimentary) staff services vs. functional staff. Inherent hazard - encroachment of one upon the prerogatives of the other.
  - d. Delegation - It is impossible to administer a subordinate force, to manage, in the absence of delegation.
  - e. The organization chart -- A concise graphic depiction of official relationships.

D. Individual employee performance evaluation is an indispensable aspect of the function.

E. Employee training and development .

1. The primary responsibility of every manager is the proper training and development of the individual members of his subordinate staff.
2. It's impossible not to train employees - training is ever present in every work situation; it's like the weather, it's always with us - good, fair or bad.
3. A brief definition of personnel training - "The result of any type of influence which affects in any form and in any degree the attitude, proficiency, or mode of operation of the individual."
4. The day to day, routine, operational environment exerts the greatest training influence.

F. Plans of work - Development and use. The consequences when sound work planning is absent:

1. Responsibilities of individuals and units not definitely fixed.
2. Poor distribution of work load.
3. A profusion of "emergencies," crash programs - both costly in numerous ways.
4. Members deprived of ample opportunity to participate in a major phase of the operation.

G. Coordination of the group effort.

H. The relation of management to morale.

1. A morale state is not something which may be present at one time and absent at another time. Like training it is always with us - good or bad, high or low, or somewhere between these extremes.
2. Morale might be defined like this - "the ever-present condition in every organization reflecting the degree of acceptance of organizational objectives and the extent of the willingness and desire by members of the organization to operate as a coordinated entity in the attainment of those objectives."
3. Specific "morale building" programs appearing to be resorted to all too often are seldom very effective. When management considers this to be necessary it needs to take a good long look at itself - at its routine day-to-day mode of operation.

I. Maintaining control through systematic inspection.

1. Inspection is a major aspect of the control activity. Briefly, the inspection process is this, "the comparison of conditions as they actually exist with those conditions which competent authority has previously prescribed as acceptable."

J. Utilization of the subordinate staff.

1. It is imperative that all those who exercise considerable control over the individual achievements of other persons, and all bosses do just that, constantly recognize these fundamental facts:
  - a. That individual development and utilization are inseparable companions, are profoundly inter-dependent considerations.
  - b. That a state of atrophy is the inevitable consequence of prolonged faculty non-use.
  - c. That the attainment of an acceptable level of individual development is not possible in the presence of a state of substantial under-utilization.

IV. FROM OUR ADMITTEDLY FAR FROM COMPLETE CONSIDERATION OF THIS WHOLE SUBJECT IT SEEMS CLEAR THAT OUR ACCEPTANCE OF THESE FUNDAMENTAL CONCEPTS IS INEVITABLE.

1. The manager is a specialist, a specialist in the field of administration; the jobs of all managers are basically not



dissimilar, regardless of administrative level or the kind of work activity.

2. Management training should begin with the first supervisory assignment, preferably before.
3. Demonstrated above average competence in one or more other specialized fields is hardly a valid criterion for forecasting the current or potential managerial proficiency of the individual.
4. The primary function of the manager is to train properly and utilize appropriately the members of his subordinate staff.
5. In the work situation the individual employee is subjected to virtually continuous training, thus, it is impossible not to train the worker; this ever-present training may produce either good or bad results.
6. Administrative problems represent a most valuable resource on which to base improvement and progress, thus managerial competence demands the full utilization of the knowledge gained in dealing with problem situations in order to prevent recurrences and to modify in desirable ways the policies and practices currently in effect.
7. The manager who recognizes that he has no greater responsibility than that of the proper training and full development of his people, and who redeems that responsibility to the best of his ability, may rest fully assured that he has achieved a real measure of success. There is no greater mark of managerial proficiency, and no greater sense of accomplishment available to the manager, than the successes enjoyed by the people who now work for him and those who at one time operated under his leadership.

### DISCUSSION

The interest in Mr. Youngs remarks was evidenced by the lively discussion period which followed his address. The inspirational and descriptive phraseology which characterized his address was also present in Mr. Young's answers during the discussion period.

Questions raised during the discussion period brought out the following points:

1. A favorite definition of training - "any type of influence regardless of the source which affects in any way the attitude, proficiency or mode of operation of the individual."
2. Precise work plans are desirable but many have failed when plans were projected too far into the future with respect to exact time and place of action.
3. It can be stated that morale is good when an employee is willing to extend himself to the limit of his ability to reach the objective set for him by the organization.
4. Services have been provided under the guise of "morale-building programs" because someone felt morale was low and that "something has to be done," when all that was needed was improvement in the operational environment.
5. Added services or "frills" for employees have a far less effect on morale than does the organizational environment.
6. Utilization of the subordinate staff is the most important fundamental of management.

## GETTING ALONG WITH OURSELVES AND OTHERS

By R. H. Driftmier



Professor Driftmier is Alumni Foundation Professor, Head of Department, and Chairman of Division of Agricultural Engineering, University of Georgia.

He was educated at Grinnell College, Iowa State University (AMES), and Kansas State University.

Mr. Driftmier is a Fellow and Past President of the American Society of Agricultural Engineers, and in 1957 was awarded the Cyrus Hall McCormick Gold Medal for meritorious and distinguished engineering service to agriculture.

He is a member of Phi Kappa Phi, and is listed in Who's Who in America, Who's Who in Engineering, Who's Who in Education, and American Men of Science.

### SUMMARY

By Gerald Y. Duke, AES

The Road of Life we travel is short at its longest and rough at its best. To help avoid the by-paths that lead away from success and happiness, and the blind alleys that end in disappointment, we'll find guideposts along Life's Road which have been set by other travelers, and which we can follow with reasonable sureness because they have been marked by the long travail of human experience.

We are not creatures of logic as we so often like to think. We are creatures of emotion, of pride, of vanity, and of prejudice. In our journey through life we encounter, and must work and live with, many kinds of people; some good, some bad. We have:

- The Agressively and sometimes Oppressively Good people;
- The Domineering as well as the Timid;
- The Selfish and Selfseeking;
- The Irritable and Cantankerous;
- The Vainglorious and Conceited;
- The Lewd, the Profane, the Dissolute;

and so on, up and down the entire gamut of society.

It has been said that we are not one person, but three. The one we think we are, the one other people think we are, and the person we really are. So there can be no set rules to follow in dealing with our fellow man.

So, as we think of the many and varied kinds of people who constitute our fellowmen, let us learn to judge people by:



Their Individuality rather than their Personality;  
Their Character rather than their Social Standing;  
Their Capabilities rather than their Politics;  
Their Mind rather than their Money;  
Their Gentility rather than their Agressiveness.

With this in mind, the following human qualities are suggested as essential if we are to get along with ourselves and others.

Friendliness, Kindness, and Appreciation  
Tolerance, Patience, and Tact  
Loyalty and Cooperation  
Honesty and Integrity  
Willingness to Accept Responsibility  
Ability to Live Harmoniously.

### Friendliness, Kindness, and Appreciation

Friendliness, kindness, and appreciation are the very essence of the educated heart. Friends are lifes greatest asset. There is no more enduring thing in life than real friendship. If we want to be liked, if we covet friendship, and I think all of us do, then we must sincerely and genuinely like people.

Most people are kindhearted, but we need to be kindhearted plus. It is this plus which makes us want to do the generous, the kindly thing, and do it willingly. It is this plus that makes a man show his greatness by his treatment of the little man.

"Appreciative words," says Dr. George W. Crane, "are the most powerful force for good will." Everyone, great or small, is touched by genuine appreciation. We are quick to criticize. How much better it would be is we were quick to praise.

### Tolerance, Patience, and Tact

It takes character and self control to be understanding and forgiving. The human tendency is to criticize, with no blame to ourselves. When we criticize let's be constructive.

I believe it was Disraeli who said that it is much easier to criticize than it is to be correct. To think our best and to do our best, we need the spur of disagreement; especially when it is advanced with tolerance, when it is graced with courtesty, and when it's purpose is not so much to criticize as to bring about fuller understanding.

Life can be very complex at times. It is so easy to lose our sense of values; to be unwilling to take the bitter along with the sweet.

We need enough of a sense of humor that we can always be serious, yet not take ourselves too seriously.

If we want to get along with people we must be tactful. "Tact is the embodiment of the spirit of kindness." This definition is all inclusive. It is the basis for all human understanding.

## Loyalty and Cooperation

The great need of today is not more self-expression, but more cooperation and more learning how to get along with one's neighbor. Our own success and advancement and satisfaction are largely dependent on our ability to cooperate with others. Without cooperation there can be no interchange of ideas, no teamwork. An organization is nothing more than a group of people working together. A great organization is a group of people working together creatively and cooperatively, each contributing something which assists the other to take the next step in his own field.

To the man above, who may someday be ourself, we owe that respect and confidence and faith and cordial helpfulness which are the very essence of our own development and success. His responsibilities are greater than ours, his duties are more exacting, his planning is more important, his vision has a wider range, his time is in greater demand, and upon his shoulders rests a heavier burden.

## Honesty and Integrity

Honesty, justice, and integrity form a moral philosophy which constitutes the foundation of ethics. Conduct is integrity, we should be fair, honest, impartial, and above-board in all our dealings with people.

People should be able to depend on us to keep confidences and promises. If we want our word to be as good as our bond, we should make promises sparingly and keep them faithfully. In all our dealings with our associates we should be fair and tolerant.

## Acceptance of Responsibility

Ability and responsibility are commensurate. To whom much is given, of him much is expected. We are answerable for what we are and have, not for what others are and have.

Every calling, every profession has its mile of compulsion, its round of tasks and duties, its tiresome routine, its man to man relations, which we tread each day.

No man is infallible. We all make mistakes. The important thing is not to make the same mistake twice. If there is any single factor that makes for success in life, it is the ability to profit by experience and to draw dividends from defeat. It isn't defeat that makes one fail. Defeats may be stepping stones or stumbling blocks. It is our refusal to see in defeat the guide and incentive to success.

## Harmonious Living

Life is not an individual possession to be enjoyed, used, developed, or wasted at the whim of an individual. Life is an essence shared by all and influencing all. Our daily lives are not made up of disasters or spectacular acts. They are made up of small happinesses, small troubles, small opportunities to help or to hurt. The difference in the way they affect us depends upon something deep inside each individual. We may



not have spelled out this spiritual philosophy in so many words, but I think we all have it. It calls for a deep and abiding faith. No spiritual philosophy can be complete without faith; faith in ourselves, faith in our fellowman, and faith in God. It is great to have faith in ourselves, even greater to have faith in others, but greatest of all to have faith in God.

### DISCUSSION

The group asked that copies of Professor Driftmier's talk be given to each conferee. This arrangement was made. Several questions centered around employer-employee relationships, mental blocks to learning and change, and the anticipated changes in college curricula to bring about a greater appreciation of life and people. The speaker pointed out the importance of superior and subordinate relationships and suggested some fundamental principles in this respect. Professor Driftmier stated that in the Agricultural Engineering Department at the University of Georgia, plans have been made to include a minimum of 28 hours in social science and the humanities.

# IMPORTANCE OF COMMUNICATION IN MANAGEMENT

By W. A. Thompson



Mr. Thompson is vice-president of Southern Bell Telephone and Telegraph Company with responsibility for personnel relations throughout the company's nine states. He is a graduate of Alabama Polytechnic Institute, Auburn, Alabama, Bachelor of Science in Electrical Engineering. He has been employed by Southern Bell since 1925 and has held management assignments of increasing responsibility in Mississippi, the Carolinas and present position in 1957.

## SUMMARY

By Glenn A. Thompson, FS

### A. Communications

1. The act of communicating is the process of transmitting ideas, thoughts or opinions from one human being to another. In the beginning the process was simple and direct. Physical gestures, grunts and other animal type acts served early needs. Mans emergence to a dominant status paralleled his development of communicating mediums. First the mechanical types such as marks, signals, drums, flags were made, then the more artifical as pictures and languages which required education and training to use or understand the accelerated rate of development within the last century to TV and coded wireless places heavy demands upon the user.
2. Of primary concern here is communication between individuals of the kinds used by managers in planning, analyzing, training, directing and instructing. The most difficult is the verbal method. Recent study of use give the time spent for the different modes of communication percentage wise:

a.	Writing	9%
b.	Reading	16%
c.	Speaking	30%
d.	Listening	45%

### B. Problems in Communication

1. Securing and maintaining two way communication with individuals and groups.
  - a. Interview (example):
    - (1) Be courteous, friendly and interested, by attitude and expression.

- (2) Begin with questions designed for two way discussion.
- (3) Keep interviewee talking, maintain continuity by careful listening and prompting.
- (4) Listen with understanding, follow with action, reprimand or commendation.
- b. Manager must have objective
  - (1) Talking with people a means to provide solutions.
  - (2) Goal of reaching an understanding.
  - (3) Liking people makes talking and understanding easier.
- 2. Understanding: Tools to reach are mostly words. Words are artificial and also misunderstood because:
  - a. They have several meanings. (stress understanding of what people mean rather than what words mean.)
  - b. People have learned words from other sources.
  - c. Vocabulary is incomplete causing use of wrong words.
- 3. Missunderstanding: Blocks to communications.
  - a. Person with all the answers.
  - b. Person who indicates that is all there is to it.
  - c. Person who never ask questions.
  - d. Person who will not listen.
- 4. Gestures or inflections of voice
  - a. Make effort to learn individuals habits.
  - b. Assist in establishing, developing standards and use.
  - c. They have meaning whether given consciously or unconsciously.
- 5. The boss.
  - a. Elimate - don't expect subordinate to expose all his thoughts. Fear levels and possible reprisals.
  - b. Principle - always be frank, free, fair and firm.
  - c. Supervisor must watch for and give proper and timely help and direction to each subordinate in proportion to talent.
  - d. Every employee has the right to believe he is doing all right unless and until his supervisor informs him differently.
- 6. Inference and assumption making in dealing with people.
  - a. Helps detect absence of facts in subordinates talk.
  - b. Exercise caution, listen, get facts, investigate before speaking or acting.
  - c. Two most important ways of using inference.
    - 1. Observation - related circumstances.
    - 2. Comparison - past, or present, like situations.

The Supervisor has new problems arising continually with growth and progress. Skillful communication is an essential of successful supervision.



## TRAINING EMPLOYEES IN GOOD PUBLIC RELATIONS

By Louis T. Griffith



Mr. Griffith has been a member of the faculty of the University of Georgia since January 1, 1949. He is a native of Eatonton, Georgia, and a graduate of the Eatonton High School. He entered the University of Georgia in 1935 and was awarded the AB degree in Journalism in 1939. In 1941, he earned a Master of Arts degree in History and Journalism at the University.

From 1940 to 1948, he was publisher of the Eatonton Messenger. In January 1949, he came to the University as an Assistant Professor and held that position until April 1954, when he became Director of Public Relations. On July 1, 1956, he was named Assistant to the President.

### SUMMARY

By Charles R. O'Kelley, AES

Communications are most important to good public relations. Communications have been improved as new media of communications have come about; from very primitive notching of a stick by the Indians, to Printing Press, to Television.

#### A. Why Public Relations (following ideas came from group)

1. Exchange of ideas
2. Better understanding
3. Selling your product or service
4. Better working relations
5. Leads to cooperative effort - community good
6. Motivate and stimulate people
7. Create atmosphere for solving problems

#### B. Good Public Relations Grow Out of Good Communications

#### C. Key Steps in Communications

##### (a) Common Mistakes

1. The aim of communicator is often not clear or ambiguous
2. May not have a clear picture of our audience
3. Idea that people are targets

#### D. Suggestions From Group re: What We Want From This Session

1. How to get other people to do job on local level



- (a) Different approaches to problem (repetition of problem) don't realize importance of public relations.
- (b) Modest employees (lack of writing confidence)
- 2. Help on journalistic aspects of problem - (publishing the way you write it)
- 3. Volunteer workers - Questionnaires
- 4. Employee's responsibility for larger aspects of job and organization
- 5. Do's and don't's - guideline in public relations
- 6. Is there a danger in over-selling product?
- 7. Better distribution of information
- 8. How does professional group stimulate public acceptance and understanding?
- 9. Personal projection

E. Effective Public Relations

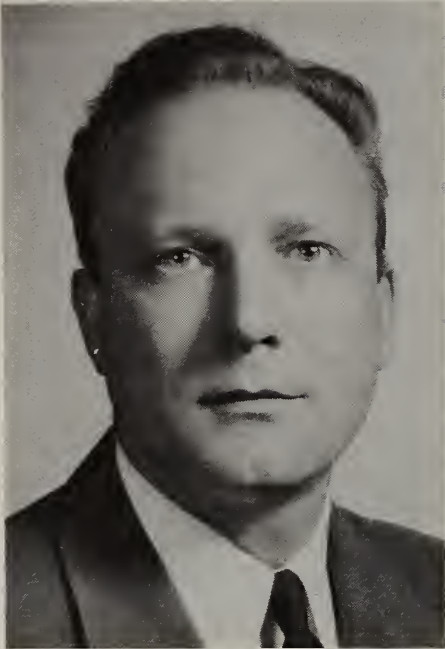
<u>Do's</u>	<u>Don't's</u>
1. Remember people	1. Don't forget the story you have to tell
2. Listen - think - act - ask questions--other people may have the answer to some of our questions	
3. Communications - Two-way affair	
4. Practice what you preach	
5. Be selective - avoid busy-ness	

F. Suggested bibliography

- 1. Cutlif and Center - "Effective Public Relations"  
Prentice Hall
  - 2. Whyte, William H. - "Is Anybody Listening"
  - 3. Johnson, Schalekamp, Garrison - "Communications--Handling Ideas Effectively"
- McGraw-Hill

## HUMAN RELATIONS AND MOTIVATION

By Dr. Raymond Payne



Dr. Payne, Associate Professor of Sociology, University of Georgia, was born at Shelbyville, Kentucky. He did his undergraduate work and also received his Masters degree in Social Studies at the University of Kentucky. He received his Ph. D. degree from Cornell University. Before his present assignment he was Assistant Professor of Sociology at Mississippi State College and the University of Oklahoma.

Dr. Payne is a member of the American, Rural and the Southern Sociological Societies and the American Association of University Professors.

Among his many contributions he has authored research bulletins and journal articles on formal organizations and participation, community, personality development, and aging.

### SUMMARY

By James F. McEntire ASC

Dr. Payne introduced the subject of Human Relations and Motivation by emphasizing that this is the mold by which our society is shaped. He stated that motivation in short is what makes the worker work. Now, since people work, or expend energy ONLY to achieve goals, we must look for some description for the goal-system of people. There probably is no such thing as a strictly individualistic goal held by a normal person. Goals are shared hence they are the result of group factors learned by the individual in the process of interaction within his various social situations.

An employee tries to meet his goals by many means, and one of these is through his work-role. He therefore projects this role into his off-the-job interests, attitudes, and aspirations.

Human relations and motivation may be controlled in part by biology, however, the major, if not the entire control is regulated by the forces of our various social situations. By way of explanation of this, Dr. Payne pointed out that animal life such as a flock of chickens or a herd of goats are controlled by the strongest or oldest or the most aggressive member of the group. Whereas, with humans, actions are motivated by our social system rather than the physical aspects such as those controlling animals. Our society exerts so much influence on our life that it sets the standards by which a man is judged.

Each of us have two strong desires, one is to be a part of the crowd, the other is to be individualistic. These forces have a balancing effect.

The dominating force in an individual determines whether he is classified by society as a conformist or as an individualist.

Dr. Payne pointed out that few agricultural students take sociology in college. As contrasted to this he said when agricultural workers return for a workshop they almost invariably request talks on sociological subjects. This situation arises because we find that when we are required to work with people we don't really understand them and thus realize the need for more study in the field of human behavior.

In order to explain human behavior he posed the following questions for the group to answer. He stated that these questions represent different sociological fields. Considerable time was spent discussing the different answers given by the participants. After exploring each of these answers he gave the following answers based upon sociological interpretations.

1. Why might a man who earns \$50,000 a year put in extra hours striving for a promotion and a raise?

ANSWER

- a. Attention.
- b. Increased status.
- c. It is accepted and expected that one must progress upward.
- d. This desire for status is so strong that many men persist even though it is detrimental to their health.

2. Why do even well-to-do retired men frequently complain of feeling useless?

ANSWER

- a. He had work centered goals, these have been accomplished and he now has no new work centered goals.
- b. He has no goals based on service etc., which will substitute for work goals after retirement.

3. Why might a member of a small work group in a factory turn down a chance for promotion to the job of foreman with a raise in pay?

ANSWER

- a. Fear of the unknown.
- b. Inferior feeling.
- c. Human expectations attached to the job.
- d. Motivations of this sort are group centered, not individually centered.

4. Why might the employees of a plant choose to unionize, even though by so doing they know they could obtain no additional wages or fringe benefits?

ANSWER

- a. Fears of standing alone.
- b. Identification tied to certain groups.
- c. Strong feeling to belong.



# THE ROLE OF A MANAGER IN DECISION MAKING

By Dr. Robert W. Carney



Dr. Carney received his early education at Kent State University in Ohio, where he received a B. S. degree in Business Administration. He later attended Cornell University where he received both a M. S. degree and his Ph. D. He graduated with the honor of Magna cum laude and was a member of Phi Beta Kappa, National Scholastic Fraternity. From 1952 to 1955 he served as Assistant Professor of Management at the University of Louisville. During this time he was also arbitrator of approximately 35 labor-management disputes. From 1955 to 1957 he served as Director, Industrial Relations Center and Assistant Professor of Management, Kalamazoo College, Kalamazoo, Michigan. For a time he was also Manager, Industrial Relations Division, National Water Lift Company, a division of Cleveland Pneumatic Tool Company. In 1957 he became Associate Professor of Management at Emory University, Georgia,

which position he holds at the present time. He is also Administrator of Advanced Program Management at Emory University. He holds membership in the following professional organizations:

- Academy of Management
- American Management Association
- American Society of Training Directors
- Atlanta Personnel Association
- American Society of Personnel Administration
- Industrial Relations Research Association

He is holding or has held the following offices:

- Board of Directors and Education Advisor, Atlanta Personnel Club.
- Board of Directors, Atlanta Society of Training Directors.
- State Director of Georgia, American Society for Personnel Administration.

He has edited a publication under his name, entitled, "Increasing Profits Through Public Relations" which was printed and distributed by the Hyde Shoe Company.

Dr. Carney is married and has two children.

## SUMMARY

By H. S. Petty, ASC

Dr. Carney pointed out that decision making is a hard job most of the time and that a good knowledge of human relations is needed and very important, especially where individuals are involved. He stated that

machines have been developed which can make a decision but a machine never makes a decision that has not already been put in the machine. Decisions have to be made when the machine is being built and set up. Nothing will ever replace judgement in decision making. Ability to make decisions can be improved by training but it will never be a substitute for judgement.

There are three kinds of decisions:

1. Policy Decisions
2. Operating Decisions
3. Crisis Decisions

Most decisions can best be made by the logical thinking process. Some people, however, will try to put off making decisions and will even seek various means to divert their mind away from a problem in order to postpone making a decision.

Five steps were given as being necessary to proper decision making. Each step was discussed and elaborated on by the speaker.

#### Step 1. Find Problems

- (a) Organization
- (b) Personalities
- (c) Technical
- (d) Administrative

It was pointed out that a problem calling for a decision could fall in one or more of the above areas within an organization. For instance, the problem could be caused from over-lapping of responsibility, or a gap in responsibility assigned to employees in the organization; it might be a clash of personalities among the employees; it might be unfavorable working conditions; or it could be due to delegation of authority under administrative policies.

#### Step 2. Analyze The Problem

- (a) Recognize Confusion
- (b) Gather Information
- (c) Arrange Material
- (d) Cause - Result
- (e) Check Validity
- (f) Gain Perspective
- (g) Organize

It was pointed out that some people sit down with their employees and analyze a problem before making a decision. A person should never become frustrated when they go to make a decision and the best way to overcome frustration is to talk it out. After analyzing a problem it should be incubated in the mind for sometime before making the final decision.

#### Step 3. Look for Alternative Solutions

- (a) Premises (Factual - Value)
- (b) Wanted Consequences
- (c) Unwanted Consequences
- (d) Weight

It was pointed out that all alternative solutions should be explored and investigated before arriving at a decision.

- Step 4. Choose Solution
- (a) Not in a vacuum
  - (b) Anticipate

It was pointed out that in choosing a solution the motivation, reaction, and needs of other individuals involved should be considered. The decisions of others should be anticipated before the decision is made.

- Step 5. Limiting Factors
- (a) Cost
  - (b) Time
  - (c) Facilities
  - (d) Support

It was pointed out that the above factors are important and should be considered along with Steps No. 2, 3, and 4. Any decision made should have the support both of the top management and the people below as well as other Departments that might be affected by the decision.

Dr. Carney concluded his speech by saying, "Decision making is more of an art than it is a science but like music and painting, we can improve with study and practice."

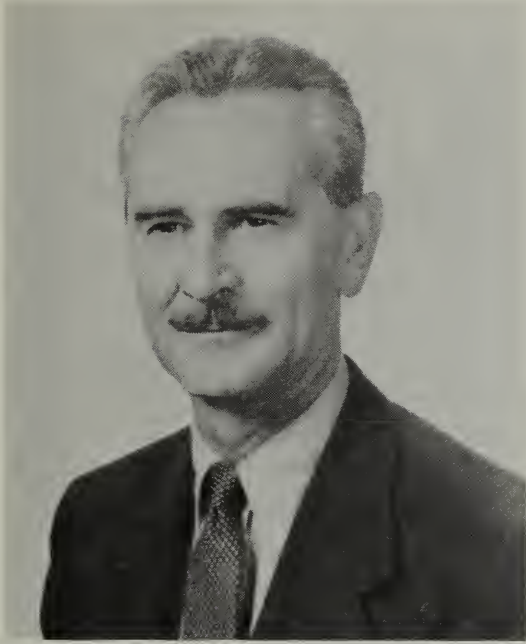
There was no question and answer period but the speaker projected questions to the participants throughout the entire discussion of the subject. This developed much creative thinking on the part of all participants as it relates to the processes of decision making.

All participants were furnished a copy of an article written by Dr. Carney and entitled, "Anticipating The Decisions of Others."



# THE DELEGATION OF AUTHORITY

By Professor Glendell W. Gilman



Professor Glendell W. Gilman was born and reared in Wisconsin, received his B. S. degree from Central State Teachers College, Stevens Point, Wisconsin, a M. S. degree from Georgia Technological Institute, and his Ph. D. in Sociology from the University of Chicago. Served in various endeavors 1931-41, was in military service 1941-42 since has served as Assistant to Dean of the Graduate Division and Associate Professor of Industrial Management at Georgia Institute of Technology. Concurrently since 1956, served as Coordinator of Professional Education at Georgia Division of Lockheed Corporation.

## SUMMARY

By Russell L. Chipman, FS

### I. Nature of Authority

Authoritative Mode is an accepted source of information, or advice which gives one the power to command informal respect. It is vested in persons, conferred by recognition from below, and manifests itself as resource, integrative, or judicial authority.

The Authoritarian Mode is the right to control, command, determine, and gives the right to enforce obedience. It is vested in organizational positions, conferred by appointment or formal election, and manifests itself as Administrative, Executive, or Judiciary.

Authoritarian Control is depersonalized objective, perpetuation of the results of authoritative action.

Authority established a healthy dependent relationship when legitimized by formal or informal social judgement.

An enterprise needs integration and coordination of the two separate modes of authority.

- II. Delegation of Authority is to commit powers and functions to an agent or deputy. Basis of administrative management is to extend control without relinquishing it. Responsibility and authority are delegated but the responsibility of subordinates is to us, not to our superiors. We remain responsible to our superiors for our subordinates actions.

Formal delegation must consider unit goals, functional subdivisions of responsibility, organizational structure (line, line and staff, functions), man power requirements, and what functions must be retained by management. Determine span of control at strategic levels, management needs, job descriptions, operational objectives and functional responsibilities. Consider personnel capability versus growth potential, transfer and promotional relationships. You must establish a control system.

III. Control the Exercise of Authority by controlling Human Behavior in established situations.

1. Regulation - Policies, directives, manuals, procedures, directives.
2. Environment - Selection, placement and training, appraisal and guidance.
3. Discretionary - Exercise of non-delegated authority by subordinate.
4. Feedback - Modifications of environment, processes, results of processes, and assignments.

Management is the development of people!

## SELECTING, DEVELOPING AND RETAINING EMPLOYEES

By William H. Rima, Jr.



William H. Rima, Jr., Deputy Director, Fifth Civil Service Region, Atlanta, Georgia, is a native of Watertown, New York. He received the B. S. degree in Forest Management from New York State College of Forestry at Syracuse University, Syracuse, New York. He began his Federal service with the Soil Conservation Service, USDA, and joined the U.S. Civil Service Commission in 1940. He served in various positions with the Civil Service Commission in New York; Dallas, Texas; and Atlanta, Georgia. He was appointed to his present position in 1954. He is President, Georgia Chapter, American Society for Public Administration.

### SUMMARY

By David C. Gardiner, AMS

Introduction: As a means of introduction, Mr. Rima made the following statement. "To be successful in managing men, a person must have a measure of success in managing himself." To further emphasize the subject he quoted Dean Stanley F. Teele of the Harvard Business School who observed, "A Man's personal philosophy, his way of looking at the world, and the men and women around him determine his success as a manager of things and people more than any other single factor. His basic attitudes are far more significant than the technique he uses."

#### Influencing Employee Behavior

1. As a supervisor, you automatically influence the behavior of your subordinates, knowingly or unknowingly, for good or for bad.
2. This subordinate is an extremely complex person. You will benefit by remembering these three significant facts about him.
  - a. He is self-centered and has many wants.
  - b. He is confused. His world is complicated.
  - c. He has fears. Supervisors have a powerful voice in determining his future.

#### Motivation of Individuals

What starts men down the road to self-improvement and self-development? Current research in this field is finding that normal man wants:

1. Status
  - a. Rank in his organization.



- b. Standing in his work group.
  - c. Prestige in his professional occupation.
- 2. Satisfaction
  - a. Acceptance and use of his ideas
  - b. Acceptance by fellow workers.
  - c. Acceptance of work product (praise, pride, pay).
- 3. Security
  - a. Promise of future employment.
  - b. Pay increases that parallel growing family and social obligations.
  - c. Protection of statuses in times of change.

#### Typical Dominant Drive or Needs of Human Beings

	Age Group
1. Security.	0-6
2. Security and Ego-Centric or all Ego-Centric.	6-12
3. Social and Sex.	13-18
4. Occupation, career, profession.	19 plus

#### Character Traits or Basic Skills

There are three basic skills to look for in selecting employees, skills that can be developed.

- 1. Technical skill - specialized knowledge.
  - a. Most important at lower levels of administration.
  - b. Less important at upper levels of administration.
- 2. Human skill - Working with people.
  - a. Must be sensitive to own needs and motivations.
  - b. Must be sensitive to needs and motivation of people.
  - c. Must become natural and continuous, part of one's philosophy of living, of one's being.
- 3. Conceptual skill - involves ability to see an enterprise as a whole, to see how various functions of an organization depend on one another. The most important ability (skill) at the top level of management.

#### Personal Development in Capsule Form

- 1. Formula for improvement of an individual. For an individual to improve himself, he must have:
  - a. Capacity to improve
  - b. Interest in self-improvement
  - c. Opportunity to improve
- 2. An individuals interest in, and capacity for improvement, are inherent in himself.

#### Retaining Employees

- 1. Depends on motivation of employees for self-development.
- 2. Work program permitted with the concept of service.

## PUBLIC SPEAKING

By H. Randolph Holder



Mr. Holder is general manager and news director of Radio Station WGAU, Athens, Georgia. He is a graduate of Augustana College, Rock Island, Illinois, with B. A. degree in the fields of Spanish and psychology. Mr. Holder has had wide experience in the radio field, interrupted by World War II, in which he was captured in Tunis and escaped through Russia. He assumed his present duties at Station WGAU in 1956.

### SUMMARY

By Norman R. Hawley, FS

Public speaking occurs when an individual opens his mouth and a listener is present.

#### A. Guiding Points in Effective Presentation

1. Humor: Stories which fit the speech can drive home the points. They must be fit at all times for mixed company. Keep a file of jokes and practice same on friends before trying them in a talk.
2. How to Speak: Grammar must be passable and tones must originate properly and be propelled by action of the diaphragm. Faults in this category can be readily corrected by proper guidance. Face the audience at all times and refrain from distracting mannerisms.
3. Vocabulary: The dictionary is the speaker's best friend and should be used on all occasions when the meaning or pronunciation of a word is unknown. Poor enunciation will ruin any speech.
4. Interpretation: The speech must be unmistakably clear. If written, lead phrases should be underlined in order to avoid loss of place. It must be clear, concise, and simple.
5. Physical Aspects Supporting Speech: Props should be set up in advance. Clothes and general grooming should be in good taste. Mechanical reminders, such as bells or other signals, should be tested in advance.

6. Social Aspects: Insure, by practice in advance, that the written speech will be read effectively or-- if extemporaneous that the oral delivery will be fluent. While speaking, scan the audience to hold attention. Be relaxed. Employ natural gestures where applicable. Avoid rapid, monotonous tones.
7. Know Your Audience: Never talk down, but instruct in the confidence that the audience is capable of understanding.
8. Be Scrupulously Temperate: Eat lightly and never drink immediately before delivering speech.
9. Budget Time: Learn in advance the time allotted, or hour of adjournment. Never run over the hour.

#### B. Aids In Programming

1. Obtaining the Speaker: Have a member of the opposite sex make the request, so far as practicable. A minimum of refusals will result.
2. Working with Groups: Become a group member, get members participating, give them questions, help them to help themselves.
3. Cautions for the M. C.
  - a. Never make the speech.
  - b. Avoid pompousness.
  - c. Do not over do.
  - d. Avoid clinches.
  - e. Never apologize for substitute speaker.
  - f. Advise speaker in advance as to all conditions of time, place, audience, subject, and position on program.
  - g. In introduction name the speaker only once, giving the name as the concluding remark.
4. Recommended Reading: "When You Preside," by Sidney Sutherland. (Agricultural Teacher Training, California.)



## SUPERVISION

By J. K. Vessey



Mr. Vessey is Regional Director, U. S. Forest Service, Atlanta, Georgia. He was born at Mont Clare, Pennsylvania. He is a graduate of Pennsylvania State University. Began his work with the U. S. Forest Service in 1933, beginning on the supervisor's staff Allegheny National and advanced rapidly to his present position. Mr. Vessey received the Nash Conservation award in 1956. He is affiliated with the Society of American Foresters, Soil Conservation Districts, Outdoor Writers Association of America and the American Forestry Association.

### SUMMARY

By Daniel F. Driggers, FHA

Supervision is a tool of management. Management involves those things that must be brought into play to get two or more people to coordinate efforts, skills, knowledge, and the will needed to get a job done acceptably. The role of a manager is to get people to work together to attain desired goals. To accomplish this he must plan, organize, deputize, supervise, analyze, and direct. The supervisor is a leader who takes us where we go.

The discussion was built around these topics:

1. Definition of Supervision
2. Responsibilities of Supervisors
3. Development of Supervisors
4. Traits of a good supervisor.

#### Definition of Supervision

It is the function of selecting, interesting, teaching, communicating, commending, measuring, rating, eliminating, rewarding, correcting and harmonizing people. It must be accomplished fairly, patiently, and tactfully. Much skill is required if acceptable results are to be realized.

#### Responsibilities of Supervisors

1. Knowledge
  - a. Agency policy and program objectives.
  - b. How to do the job to be supervised.
  - c. Organization for unit efficiency.
  - d. Work planning and assignment.
  - e. Working relationships.

f. Employee career development.

## 2. Skills

- a. Leadership.
- b. Instruction of employees.
- c. Motivation of employees.
- d. Evaluation of work performance.
- e. Communication.
- f. Idea promotion - to employees and supervisors.
- g. Selection and orientation of employees.
- h. Disciplinary action.
- i. Safety and health promotion.
- j. Loyalty to the organization and faith in its objectives of management.

## Development of Supervisors

### 1. Appraisal

- a. Significant contributions.
- b. Knowledge of agency and its philosophies.
- c. Health.
- d. Use of mental equipment.
- e. Effectiveness as an individual.
- f. Effectiveness in working with others.
- g. Supervising others.
- h. Effectiveness in measuring the work of others.

### 2. Setting the Course

- a. Making basic judgements
  1. Right kind of work, right job.
  2. Manager or individual contributor.
  3. Better for operating or service work.
  4. Need for transfer.
  5. Performance adequate in present job.
  6. Capacity for growth.
  7. Readiness for taking on greater responsibility.

### 3. Preparing Personalized Training Plan

- a. The job itself, best training ground.
- b. The man's educational program.
- c. Outside activities.
- d. Personal problems - physical, mental or emotional.

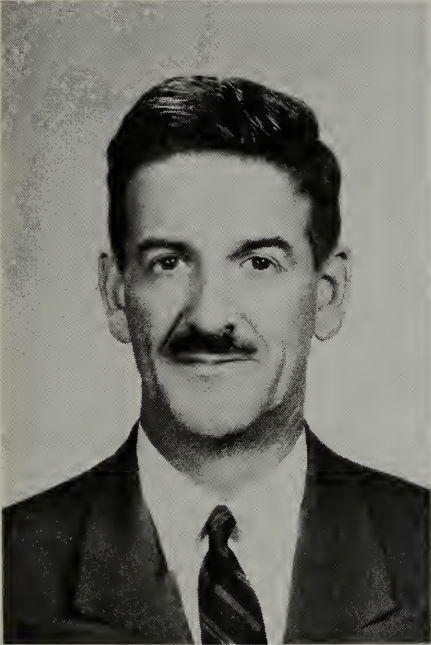
## Traits of a Good Supervisor

These traits were furnished by the group: (a) sincerity, (b) understanding, (c) good listener, (d) good character, (e) honest, (f) wise, (g) friendly, (h) loyal, (i) fair, (j) considerate, (k) dependability, (l) confident, (m) stable, (n) respected, (o) humor, (p) alert, (q) enthusiastic, (r) sympathetic, (s) tolerant, (t) qualified, (u) good appearance, (v) reverence, (w) imagination.

Mr. Vessey explained a self-development program being used in the Forest Service for employee development.

## CREATIVE THINKING

By Dean James E. Gates



Dr. Gates, a native of Louisville, Kentucky, is Dean of the College of Business Administration and Director of the Executive Development Program, University of Georgia. He received the degree of Bachelor of Science in Commerce from the University of Kentucky and the degree of Doctor of Philosophy from the University of Virginia. Dean Gates formerly held positions as economist for the Container Corporation of America, as Professor of Economics at Indiana University and Clemson College and has been employed by several agencies of the Federal government. He is the author of a Workbook in Elementary Economics, and Personal Adjustment to Business (with Harold Miller, published January 1, 1958.) Dr. Gates' collegiate honors include: Beta Gamma Sigma, Omicron Delta Kappa, Delta Sigma Pi, and Pi Sigma Alpha. He is a fellow of the American Institute of Management and a member of the Advisory Council, Creative Education Institute.

### SUMMARY

By L. D. Worley, SCS

Dean Gates stated that the peculiar quality which separates man from the lower animal is his ability to apply imagination, or creative insight to the solution of problems. He quotes Dr. Albert Einstein as saying, "The ability to think creatively is more important than knowledge."

Man's basic mental powers are divided into four kinds:

1. Absorptive power - the ability to observe and to apply attention;
2. Retentive power - the ability to memorize and to recall;
3. Reasoning power - the ability to analyze and to recall;
4. Creative power - the ability to visualize, to foresee, and to generate ideas.

Absorptive and retentive powers form the learning process obtained in school. The reasoning and retentive powers supplement existing knowledge in the form of new discoveries to be handed down to succeeding generations who in turn add to them.

Industries are interested in improving thinking ability of employees at all levels - simple techniques for generating new ideas - graduates



from GE's training programs develop ideas three times as great in number as non-graduates.

Dean Gates pointed out that learning is relatively simple, involving for the most part:

1. Knowledge of the steps in the creative powers;
2. Willingness to clear emotional obstacles to creative thinking;
3. The use of "Question techniques" to stimulate the flow of associating creative powers.

Steps in the creative process are as follows:

1. Orientation (accurately defining the problem);
2. Preparation (assembling the facts and assumptions);
3. Analysis (breaking down related material);
4. Ideation (thinking up ideas without interruption or restraint);
5. Incubation (backing off from problem while the subconscious ruminates);
6. Synthesis (picking up the pieces);
7. Evaluation (critically studying possible solutions).

Ideation and evaluation are important steps. Ideation means that when we see a thing, or think about a thing, other ideas come into our minds automatically. At the ideation step, we let ourselves go, allowing all sorts of new combinations to filter through our minds, striving to corral on paper the great number of ideas that occur to us. Criticism of these ideas must be reserved until the period of evaluation.

#### Questions - The Creative Acts of Intelligence

Dean Gates observed that Dr. Frank Kingdom states that man becomes creative when he questions why things cannot be changed for the better.

Alex Osborn of the Creative Education Foundation formulated the following questions:

- |                       |                 |
|-----------------------|-----------------|
| 1. Put to other uses? | 6. Substituted? |
| 2. Adapted?           | 7. Rearranged?  |
| 3. Modified?          | 8. Reversed?    |
| 4. Magnified?         | 9. Combined?    |
| 5. Minified?          |                 |

The above factors probably constitute the most useful techniques for coming up with solutions to problems. There are, however, other techniques in use today such as:

1. Free association (mice may be kept out, driven out, or killed as well as being "Trapped");
2. Forced relationship (sales produces forced by idea association with all types of customers and groups);
3. Attribute listing (a pencil may be broken down into lead, wood, plastic, etc., for ideas);
4. Input - Output (also known as cause and effect technique);
5. A. D. Little technique (a reversed association process).

Group participation, or "brainstorming" make all techniques more effective. No criticism or evaluation should be permitted at period of ideation.

"Free-wheeling" and wild ideas should be encouraged. Quantity is much to be desired over quality.

Dean Gates warned against the danger of "killer phrases" to innovation and creativity. Killer phrases listed by the group during the discussion period were:

1. It's always been done this way;
2. It's policy;
3. People won't accept it;
4. It's not our responsibility;
5. There's not enough time;
6. We've tried that before.

Dean Gates stressed that certain factors tend to inhibit and prevent creative activity. He called these "mental blocks," and grouped them as follows:

1. Perceptual blocks;
2. Cultural blocks;
3. Emotional blocks.

Group exercises included possible new uses for a common red building-brick. Forty two novel applications were found by one subgroup. Subgroups were also asked to list cultural blocks which would discourage ideation and creativity techniques.

Dean Gates summarized the discussion by stating that a person may become more creative by the application of principles listed below:

1. Free yourself from emotional blocks;
2. Allow yourself to be creative; by turns, "ideational" and "judicial," but not mixing the two;
3. Define problem in such a way as to make it solvable.

## SUMMARY AND EVALUATION

By Cecil W. Chapman



Mr. Chapman is the State Conservationist for the Soil Conservation Service, U. S. Department of Agriculture and has devoted his working lifetime to a study of land, agriculture, soil erosion problems, and techniques involved in safeguarding the basic resources of soil and water. He received his B. S. degree in Agricultural Engineering from the University of Georgia in 1932, and joined the Soil Conservation Service in 1934. He has held progressively important positions in the Service and has contributed materially to the advancement and broadening of agency programs.

### SUMMARY

By W. O. Hawley, ARS

The course was not complete in itself. Conferees must apply their own energies to completely realize benefits from the material they have heard and experienced. Through practical application this can be done.

#### Workshop Objectives:

1. To improve management skills, knowledge, attitudes and practices.
2. To broaden the understanding of USDA program policies, and practices.

In working toward the first objective, 12 subjects closely related to the field of Management were considered. The presentations by competent authorities in these fields, and the discussions that followed should result in a better appreciation of the complexities of Administrative Management and furnish the spark for added work toward self-improvement.

Help in the latter objective was provided by an exchange of information regarding the seven major agencies of the USDA and a presentation, with discussion, related to the same subject.

The bound proceedings will supply helpful reference for future use.

Cost of the Workshop to the U. S. Department of Agriculture was \$6000.00. A small investment for the benefits that will be realized.

Each conferee submitted an evaluation form for the benefit of future Workshops.



## FILMS REVIEWED

Title: "All I Need is a Conference" by General Electric

Time: 28 Minutes, in black and white

We are all aware that meetings are one of the best methods of pooling our knowledge and experience to solve problems. Too often, however, they squander our precious time and produce only confusion and irritation. This makes it imperative that we analyze the causes of ineffective meetings and take appropriate action to eliminate them. The film, "All I Need is a Conference," was designed to point out ways to achieve this objective by showing (1) why so many meetings fail, (2) how a trained conference leader can steer a meeting to success and (3) what a well-led meeting can accomplish. This film also points out how such a conference can produce even better and more far-reaching results than the solutions of the immediate problem. Finally it demonstrates how the conference method can help individuals grow and thus make greater contributions to their organizations.

## LIST OF FILMS AVAILABLE

1. "All I Need Is A Conference"  
33 minutes, black and white, sound, 16mm  
By General Electric for management training  
Illustrates problem solving and how to conduct a conference
2. "1104 Sutton Road"  
45 minutes, color, sound, 16mm  
By Champion Paper and Fiber Co.  
Projection of self into job and life, produces satisfaction
3. "The Inner Man Steps Out"  
37 minutes, black and white, sound 16mm  
Human relations applied to management
4. "Production 5118"  
35 minutes, color, sound, 16mm  
By Champion Paper and Fiber Co.  
Apply the golden rule in communications and the signal will come through
5. "Time Is Now"  
35 minutes, black and white, sound, 16mm  
By Mutual Benefit Life Insurance Co.  
Concerns decision-making

An index to over 8000 films including the above may be secured from Educators Guide to Free Film, Madison, Wisconsin. Price -- \$5.00.

BOOKS ON LEADERSHIP DEVELOPMENT  
ON LOAN AT ATHENS TAM INSTITUTE

American Assembly	"The Federal Government Service; Its Character, Prestige and Problems"	1954
American Management Association	"Effective Communication on the Job"	1956
Argyin, C.	"Personality and Organization: The Conflict Between System and the Individual" New York, Harper	1957
Barnard, C. I.	"The Functions of the Executive"	1954
Bernstein, M. H.	"The Job of the Federal Executive" Washington, Brookings Institution	1958
Brink, W. Z.	"Internal Auditing", Revised and Rewritten by J. A. Cashin, 2nd edition, New York, Ronald Press	1958
Bursk, E. C., ed.	"Human Relations for Management: the Newer Perspective" New York, Harper	1956
Canton, N.	"Dynamics of Learning"	1946
Cartwright, Darwin	"Group Dynamics; Research and Theory"	1953
Columbia University Press	"What Makes An Executive?"	1955
Dooher, M. J., ed.	"Effective Communications on the Job"	1956
Dooher, M. J., ed.	"Selection of Management Personnel" New York, American Management Assoc., 2 volumes	1957
Halsey, G. D.	"Supervising People" New York, Harper	1953
Douglass, P.	"Communication through Reports"	1957
Drucker, Peter F.	"American's Next Twenty Years"	1957
Hoslett, S. D.	"Human Factors in Management", Rev. ed.	1951
Drucker, Peter F.	"The Practice of Management"	1954
Haire, Mason	"Psychology in Management", N. Y., McGraw-Hill	1951
Jones, M. H.	"Executive Decision Making" Homewood, Ill., Irwin	1956
Hall, H. X.	"Improving the Effectiveness of Management" Urbana, Ill., University of Illinois	1950

Leavitt, H. J.	"Managerial Psychology" Chicago, U. of Chicago Press	1958
Lateiner, A. R.	"The Techniques of Supervision"	1954
McFarland, D. E.	"Management Principles and Practices" New York, Macmillan	1958
Mace	"Growth and Development of Executives"	1950
Newman, Wm. H.	"Administrative Action; the Technique of Organization and Management"	1955
Nichols, Ralph G.	"Are You Listening?"	1957
Osborn, A. F.	"Applied Imagination: Principles and Procedures of Creative Thinking" Revised edition, New York Scribner	1957
Pfiffner, J. M.	"The Supervision of Personnel: Human Relations in the Management of Men" 2nd edition, N. Y., Prentice-Hall	1958
Pigors, P.	"Personnel Administration, a Point of View and a Method", 3rd edition	1956
Redfield, C. E.	"Communication in Management: the Theory and Practice of Administrative Communication", Revised ed., Chicago, U. Of Chicago Press	1958
Roethlisberger, F. L.	"Management and Morale"	1953
Schell, E. H.	"Technique of Executive Control" 8th edition, N. Y. McGraw-Hill	1957
Selznick, F.	"Leadership in Administration: A Sociological Interpretation" Evanston, Ill., Row, Peterson	1957
Shartle, C. L.	"Executive Performance and Leadership" Englewood Cliffs, N. J. Prentice-Hall	1956
Shuster, R. L.	"Written Communication in Business"	1957
Simon, H. A.	"Administrative Behavior; a Study of the Decision Making Processes in Adminis- trative Organization" 2nd ed., N. Y. Macmillan	1957
Stanford, U.	"Management for Tommow"	1958
Summer, C. E., Jr.	"Factors in Effective Administration" N. Y., Columbia University Press	1956
U. S. Bureau of the Budget	"Improvement of Financial Management in the Federal Government"	1956



U. S. Civil Service Commission	"Evaluating Your Personnel Management"	1954
U. S. Civil Service Commission	"Community Relations; a Guide for Federal Agencies" (Personnel Management Series 12)	Jan. 1958
U. S. Department of the Air Force	"The Management Process" (Air Force Manual 25-1)	1954
Uris, Auren	"The Efficient Executive"	1957
Uris, Auren	"Working with People"	1949
Urwick, L. F.	"The Pattern of Management" Minneapolis, U. of Minn. Press	1956
<u>PAMPHLETS</u>		
Carnegie, Dale	"Check List for Supervisors"	1952
Davis, D. R.	"Problem Solving for the Executive"	1954
Martindell, J.	"What is an Executive?" Athens, U. Of Georgia (Bureau of Business Research)	1952
<u>Nation's Business</u>	"How to Simplify a Problem"	June, 1957
<u>Nation's Business</u>	"How to Say What You Mean"	May, 1957
<u>Nation's Business</u>	"You Can Cancel Most Meetings"	Nov. , 1957
	"Problems of Modern Business Management" Athens, U. of Georgia (Bureau of Business Research)	1952
Georgia Business	"Applied Imagination and Creative Thinking" by James E. Gates	Sept. , 1956
	"What Makes a Letter Plain?" The 4-S Formula	
American Assembly	The Federal Government Service ; Its Character, Prestige and Problems	1954
Appley, Lawrence Asa	Management in Action ; the Art of Getting Things Done Through People	1956



